



Learning Mentor – Job Description

Post Title

Learning Mentor

Grade

C3 - SO1

Hours

32.5 hours per week, 39 weeks

Responsible To

Head of School and Executive Headteacher

JOB PURPOSE

Co-ordinate and working directly with pupils and families to addressing of barriers to learning to enable them to achieve their full potential.

To contribute to strategic leadership and operational management of the school's attendance, family support, pastoral and mentoring provision, ensuring vulnerable pupils and those facing significant barriers to learning receive effective and timely support.

The post holder will deliver and lead on attendance improvement initiatives, contribute to whole-school safeguarding arrangements as a Deputy Designated Safeguarding Lead, coordinate multi-agency interventions.

The role will have a significant impact on improving attendance, safeguarding, wellbeing, behaviour, engagement and educational outcomes for pupils, particularly those who are vulnerable, disadvantaged or at risk of exclusion.

The post holder will work with considerable autonomy, exercising professional judgement in relation to complex family situations, safeguarding concerns and attendance matters whilst ensuring compliance with statutory guidance and school policies.

Key Responsibilities

Leadership and Management

- Manage and coordinate the school's Learning Mentor and family support provision.
- Provide day-to-day supervision, support and guidance to relevant support staff.
- Attend meetings and case review meetings to ensure consistency and effectiveness of interventions.
- Promote best practice across school.
- Develop and implement systems to monitor the effectiveness of intervention programmes and pastoral support.

Strategic School Improvement

- Contribute to the operational leadership, contributing to strategic planning and development of school improvement priorities relating to attendance, safeguarding, inclusion, behaviour and pupil wellbeing.
- Write key policies relating to attendance and present these to Governors.
- Support senior leaders in identifying priorities through analysis of attendance, behaviour, safeguarding and attainment data.
- Develop and implement targeted support strategies aimed at improving outcomes for vulnerable groups.
- Evaluate the impact of intervention programmes and recommend improvements where necessary.
- Contribute to policy development relating to safeguarding, attendance, behaviour, family engagement and inclusion.
- Produce reports and evaluations for governors, senior leaders and external agencies.

Attendance Leadership

- Participate in the operational delivery of the school's attendance strategy.
- Monitor attendance and persistent absence data on a regular basis.
- Identify emerging concerns, trends and patterns of absence.
- Develop individual attendance improvement plans.
- Conduct attendance reviews and meetings with pupils, parents and carers.
- Coordinate attendance intervention pathways and escalation procedures.
- Maintain accurate attendance records and produce management reports.
- Implement school-wide initiatives that promote good attendance and punctuality.

Safeguarding Responsibilities

Deputy Designated Safeguarding Lead

- Act as a Deputy Designated Safeguarding Lead (DSL) in accordance with statutory guidance.
- Support the Designated Safeguarding Lead in maintaining effective safeguarding systems.

- Receive, assess and appropriately respond to safeguarding concerns.
- Make referrals to Children's Social Care and other agencies where appropriate.
- Attend Child Protection Conferences, Core Group Meetings, Early Help Meetings and Team Around the Family meetings, as appropriate.
- As part of the Safeguarding team, coordinate safeguarding interventions and monitor the effectiveness of support plans.
- Maintain accurate, confidential and compliant safeguarding records.
- Provide professional advice and guidance to school staff regarding safeguarding matters.
- Support the development of a strong safeguarding culture throughout the school.

Family Support and Early Intervention

- Identify children and families requiring additional support.
- Undertake assessments of need and develop intervention plans.
- Develop positive and supportive relationships with families.
- Conduct home visits in accordance with school procedures and risk assessments.
- Deliver direct support to families experiencing difficulties relating to attendance, wellbeing, behaviour, safeguarding or engagement with school.
- Support families in accessing local services and community resources.
- Coordinate and monitor Early Help assessments and action plans.
- Maintain professional relationships with hard-to-engage families.
- Promote parental engagement in learning and school life.

Pupil Intervention and Mentoring

- Provide targeted mentoring support for pupils experiencing barriers to learning.
- Develop and review individual support plans.
- Deliver individual and group interventions.
- Support pupils to improve attendance, behaviour, emotional wellbeing and engagement.
- Provide support during key transition periods.
- Assist pupils in developing resilience, confidence and positive learning behaviours.
- Promote pupil voice and participation in school life.
- Ensure interventions are evidence-based and outcome-focused.
- Liaise with teaching staff, SEND staff, pastoral teams and senior leaders to coordinate targeted support for pupils.

Multi-Agency Partnership Working

- Develop and maintain highly effective working relationships with external agencies and stakeholders.
- Coordinate integrated support packages for individual pupils and families.

- Represent the school at multi-agency meetings and professional forums.
- Act as lead professional where appropriate.
- Ensure information sharing complies with safeguarding and data protection requirements.
- Build partnerships with community organisations and support providers.
- Coordinate referrals and monitor the quality of external support services.

Data Analysis, Monitoring and Reporting

- Collect, analyse and interpret attendance, behaviour, safeguarding and intervention data.
- Identify trends and areas requiring intervention.
- Evaluate the effectiveness of support programmes.
- Produce reports and present to senior leaders, governors and external bodies.
- Maintain accurate and confidential records.

Professional Responsibilities

- Maintain professional standards at all times.
- Demonstrate commitment to safeguarding and promoting the welfare of children.
- Contribute positively to the wider life of the school.
- Promote equality, diversity and inclusion.
- Maintain confidentiality and comply with GDPR requirements.
- Undertake additional duties commensurate with the grade and responsibilities of the post.

CONTINUING PROFESSIONAL DEVELOPMENT

The post holder will:

- Maintain current knowledge of safeguarding legislation and guidance.
 - Participate in training relevant to attendance, safeguarding, wellbeing and inclusion.
 - Engage fully in supervision and appraisal processes.
 - Contribute to the development of colleagues through coaching, mentoring and sharing best practice.
-

PERSON SPECIFICATION

Qualifications

Essential

- GCSE English and Mathematics (Grade C/4 or equivalent).
- Evidence of continuing professional development.

Desirable

- Relevant Level 4 qualification or equivalent professional experience in Education, Childcare, Family Support, Youth Work, Social Care or related field.
- Designated Safeguarding Lead Training.
- Early Help Assessment Training.
- Team Teach or equivalent behaviour management qualification.
- Leadership and Management qualification.

Experience

Essential

- Significant experience of working with vulnerable children and families.

Desirable

- Experience as a Deputy DSL.
- Experience contributing to strategic planning.
- Experience leading attendance improvement initiatives.
- Experience working with safeguarding procedures and child protection concerns.
- Experience working with external agencies.
- Experience managing complex casework.
- Experience working within an educational setting.

Knowledge

Essential

- Safeguarding legislation and statutory guidance.
- Inclusion and SEND principles.
- Data protection requirements.
- Multi-agency working practices.

Desirable

- Attendance legislation and procedures.
- Early Help Frameworks.

Skills

Essential

- Excellent interpersonal and communication skills.
- Ability to analyse complex information and data.
- Ability to produce high-quality reports.
- Ability to manage competing priorities.
- Strong problem-solving and decision-making abilities.
- Ability to influence and challenge professionally.
- High level ICT skills.

Personal Attributes

Essential

- Professional integrity.
- Resilience and emotional intelligence.
- Commitment to safeguarding.
- Excellent organisational skills.
- Ability to work independently and use initiative.
- Flexible and adaptable approach.
- Commitment to equality and inclusion.
- Positive and solution-focused attitude.

Deighton Gates Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced Disclosure and Barring Service (DBS) check and satisfactory references will be required for this post. As part of our recruitment process, online searches may be carried out on shortlisted candidates in line with Keeping Children Safe in Education guidance.